

Management Strategies for Dance Teachers in Universities: Central China

Ren Huiting¹ and Wasin Phromphithakul²

^{1,2}School of Management, Shinawatra University, Thailand

E-mail: ¹wasin.p@siu.ac.th, ²649852208@qq.com

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Abstract

According to the review of the research and development trends of management theory, art management, and dance studies, this paper draws on a combination of theory and empirical research to address management strategies and other issues of college dance teachers in central China. An empirical analysis and discussion were conducted on the impact of performance and possible solutions. This study analyzed the structure of dance teacher management strategies, compiled questionnaires, and conducted empirical research on the impact of dance teacher management strategies on performance. Moreover, it explored the impact of different dimension management strategies on dance professional teacher satisfaction through empirical research and studying the impact of satisfaction on job performance. Hierarchical regression analysis methods were used to compare variables such as personal information, personality traits, emotional factors, job recruitment, continuing education, performance assessment, salary distribution, promotion, employee supervision, team collaboration, and individual adaptation. The results showed that the above independent variables had a significant impact on job performance, indicating that the above factors were the organizational behavior variables that must be focused on job performance research and actual work. At the end of the thesis, based on the aforementioned investigation and research and data analysis results, some relevant countermeasures and suggestions were given to solve the management problems of dance teachers in colleges.

Keywords: Central China Region; College dance teacher; Management Strategies; Work Performance

Introduction

The management strategy of contemporary Chinese college dance teachers, strictly speaking, began with the Beijing Dance School, the first professional dance college established by the Republic in

1954. Since then, Beijing Dance Academy, has trained a large number of professional dance teachers for universities across China. Colleges have also begun to train their own professional dance teachers. In 1978, the Beijing Dance Academy was officially upgraded to The Beijing Dance Academy(a higher level) (Chen Miao, 2018) with an education level of undergraduate and above (Chen Miao, 2018), and dance departments of colleges across China have also been upgraded to undergraduate education and above. Up to now, there are about 300 colleges in China offering dance majors. Among them, there are 50 colleges in Henan, Hunan, and Hubei provinces in central China that offer dance majors. It is of great significance to study the management of dance teachers in colleges. For every college that has opened a dance department, if you want to develop dance education, you must study the management strategy of dance teachers. How to build a team of professional dance teachers with a higher level and outstanding performance from the interests of teachers, psychological needs, learning needs, cooperation awareness, and common vision are the central tasks of the management strategy of dance teachers in colleges.

The management of dance teachers in colleges and universities is aimed at specific objects. Therefore, it is also in line with the general laws of management. The classic theories of management can provide us with good support for understanding the management of dance teachers in colleges and universities. For example, Vroom (1964) put forward the expectation theory, based on the assumption of rational people, it is believed that the reason why people can actively engage in a certain job and achieve management goals is because the work or management goals will help They achieve their goals and meet certain aspects of their needs. Adams (1965) published a series of papers in the 1960s to establish the theory of equity, focusing on the rationality, fairness and impact of income and remuneration distribution on individual work motivation. Locke (1976) puts forward the goal setting theory, which mainly explores the specificity, challenge and performance feedback of the goal on people's motivation. Heider (1982) proposes to attribute human behavior from two aspects: internal factors (personal tendency) and external factors (contextual tendency). Argyris (1960) first proposed the concept of psychological contract. Eisenberger (1986) and others believe that employees often develop a comprehensive sense of how management evaluates their contributions and pays attention to employee benefits in the course of work. George (1992) and others believe that this comprehensive perception may also be assessed as assurance and assurance that employees can get help from management when they need to work effectively and cope with stress situations. Kraimer et al. (2001) studied the impact of employee management, manager–staff exchange and spousal support on the job adaptation and performance of foreign–related employees. Eisenberger et al. (1987) and Liden et al.

(1997) both believe that employee management will generate self-identity as an important member of management, and therefore have fewer career streams. Activation and collective behavior. Eisenberger (2002)'s analysis of employee support shows that the management strategy mainly has three leading variables or three major influencing factors: treatment and working conditions, management support and procedural fairness. David (2003) and others believe that participation in decision-making, fair treatment and development opportunities are three important factors in management strategies. Staw (1994) and others believe that employees' personality traits, values, motivations, abilities and emotions can directly affect their behavior. The management of teachers majoring in dance in colleges and universities is also an integral part of the management of teachers in colleges and universities.

In short, the management of dance teachers in colleges is a management problem to be solved. Various research theories of predecessors have also conducted in-depth discussions on similar issues from different perspectives, forming a rich theoretical system, revealing the important role of "management" and general law of research activities.

Research Design

This study was designed as a descriptive and diagnostic study by using qualitative and quantitative research methods. The researchers used in-depth interviews, questionnaires and observations to collect qualitative data of the interviewees, who are managers, leaders and teachers of dance colleges in China's universities. The quantitative research methods used in the study included: Cronbach's alpha method to measure the reliability of the questionnaire; factor analysis to measure the reliability and validity of the structure and content of the questionnaire; one-way analysis of variance, mainly for different ages, professional title, educational background structure analysis, implementation effect of dance teacher team construction; correlation analysis method to study the correlation between multiple dimensions of job satisfaction and performance output; multiple regression analysis to test different variables and hypotheses. There are three main research tools used in this study, The first is the self-compiled questionnaire analysis scale of "Research on the Management Strategies of College Dance Teachers", the second is Expert content validity evaluation for IOC, the third is to use SPSS 19.0 data analysis software for exploratory factor analysis.

1. Statistical descriptive analysis to understand the structure and characteristics of dance teachers in the sample, and then modify the hypothesis.

2. Reliability analysis, using Cronbach to test the reliability of the questionnaire.

3. Effectiveness analysis, using factor analysis to measure the effectiveness of questionnaire structure and content.

4. One-way analysis of variance, mainly for different ages, titles, and educational background structures to analyze the implementation effects of college dance teachers.

5. Correlation analysis, and make corresponding correlations among multiple dimensions that affect job satisfaction and performance output.

6. Multiple regression analysis is used to test the relationship between different variables in the theoretical model.

7. Using qualitative research methods, discuss the experience teaching materials and suggestions of dance teachers in the interview, and summarize and derive them.

Overview of all steps and methods used in the study:

Overview of research methods:

1. Determine population and sample size, analyze and plan data collection

2. Design an open questionnaire and invite experts to test its IOC validity, Contact the survey subjects and randomly select the survey subjects according to the required number; make an appointment interview with key information providers after obtaining permission; make questionnaires and properly keep interview records and observation results.

The target population in this study is the dance teachers and related management teachers of colleges in Central China. In the qualitative stage, simple random sampling was used, with a sample size of 140 people, and an open questionnaire survey was used to collect data. The quantitative stage adopts simple random sampling, and the sample size is calculated as 400 according to Yamane's formula. Based on the phenomenological research strategy and taking into account the recovery rate of the questionnaire, 500 questionnaires were distributed.

First, prepare research design, determine population and sample size, and plan data collection methods and analysis;

Secondly, the questions of interview and questionnaire were designed and tested by 14 experts;

Third, contact the public, i. e. dance schools and departments that meet the requirements, confirm which institutions are the population, and randomly select the school staff or students according to the required number;

Fourth, after modifying the questions that will be used for different key information groups and obtaining the permission of the institution, the researchers made an appointment with key information providers and conducted interviews. Before the interview, the researchers asked the key information

providers to allow the dialogue to be recorded, and then collected the data of the key information providers through interviews or questionnaires, sometimes through observation.

Finally, the questionnaire should be sorted out and the interview records and observation results should be kept properly.

The questionnaires have been tested for reliability and validity.

Result

Correlation analysis the degree of correlation between the various elements that affect the formation of the management of dance teachers in colleges in this study, the results are shown in Table 1:

[illegible]

		Personality traits	Emotional Factors	Recruitment	Continuing Education	Performance Evaluation	Salary distribution	Promotion	Employee care	Degree of group collaboration	Individual's collaborative fitness	Satisfaction	Teaching performance	Scientific research performance
Promotion	Pearson correlation	.511**	.523**	.483**	.487**	.509**	.522**	1	.416**	.505**	.407**	.115*	.445**	.511**
	Pearson correlation													
	Significance (bilateral)	.000	.000	.000	.000	.000	.000		.000	.000	.000	.011	.000	.000
	N	479	479	479	479	479	479	479	479	479	479	479	479	479
Employee care	Pearson correlation	.526**	.455**	.574**	.471**	.361**	.411**	.416**	1	.691**	.599**	.362**	.536**	.526**
	Pearson correlation													
	Significance (bilateral)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	479	479	479	479	479	479	479	479	479	479	479	479	479
Degree of group collaboration	Pearson correlation	.593**	.569**	.635**	.634**	.425**	.488**	.505**	.691**	1	.683**	.480**	.545**	.593**
	Pearson correlation													
	Significance (bilateral)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	479	479	479	479	479	479	479	479	479	479	479	479	479
Individual's collaborative fitness	Pearson correlation	.611**	.637**	.449**	.508**	.475**	.175**	.407**	.599**	.683**	1	.534**	.790**	.611**
	Pearson correlation													
	Significance (bilateral)	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	479	479	479	479	479	479	479	479	479	479	479	479	479
Satisfaction	Pearson correlation	.472**	.443**	.350**	.457**	.311**	-.007	.115*	.362**	.480**	.534**	1	.423**	.472**
	Pearson correlation													
	Significance (bilateral)	.000	.000	.000	.000	.000	.877	.011	.000	.000	.000		.000	.000
	N	479	479	479	479	479	479	479	479	479	479	479	479	479
Teaching performance	Pearson correlation	.542**	.487**	.474**	.405**	.450**	.085	.445**	.536**	.545**	.790**	.423**	1	.542**
	Pearson correlation													
	Significance (bilateral)	.000	.000	.000	.000	.000	.063	.000	.000	.000	.000	.000		.000
	N	479	479	479	479	479	479	479	479	479	479	479	479	479
Scientific research performance	Pearson correlation	.497**	.463**	.487**	.497**	.261**	.288**	.422**	.499**	.705**	.658**	.491**	.669**	.497**
	Pearson correlation													
	Significance (bilateral)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	479	479	479	479	479	479	479	479	479	479	479	479	479

Significantly correlated at the 0.01 level (bilateral)

Table 1 Correlation statistics of management strategy elements for teachers of dance majors in colleges and universities. Ren Huiting. 2019 year

From Table 1, it can be seen that the twelve elements of the management strategy of college dance teachers and their teaching performance and scientific research performance are all significantly correlated with each other.

Multiple linear regression analysis is a statistical method to determine the quantitative relationship between two or more variables that depend on each other.

Taking the influencing factors of the individual characteristics of college dance teachers as independent variables and teaching performance as dependent variables, we can get Table:

$$Y=2.710+0.151*X1+0.220*X2+0.312*X3-0.070*X4-0.124*X5-0.152*X6+0.069*X7+0.062*X8$$

Y: Teaching performance; X1: Gender; X2: Teaching age; X3: Final degree; X4: Type of school; X5: Main job functions; X6: monthly salary; X7: Part-time Job; X8: Total part-time income

Taking the influencing factors of the individual characteristics of college dance teachers as independent variables, and scientific research performance as dependent variables:

$$Y=2.940+0.198*X1+0.174*X2-0.170*X3+0.157*X4$$

Y: scientific research performance; X1: Teaching age; X2: Final degree; X3: Main job functions; X4: Part-time Job

Taking the influencing factors of the management of dance teachers in colleges and universities as independent variables and teaching performance as dependent variables, we can get the following regression equation:

$$Y=1.272+0.214*X1+0.260*X2+0.115*X3-0.324*X4+0.107*X5+0.201*X6$$

Y: teaching performance; X1: personal characteristics; X2: emotional factors; X3: continuing education; X4: performance appraisal; X5: promotion; X6: personal coordination adaptability

Taking various influencing factors in the management of dance teachers in colleges as independent variables and scientific research performance as dependent variables, the regression equation can be obtained as follows:

$$Y=1.533-0.170*X1+0.155*X2+0.157*X3+0.518*X4-0.133*X5$$

Y: scientific research performance; X1: personality characteristics; X2: emotional factors; X3: recruitment; X4: continuing education; X5: employee care

Taking the various influencing factors of college dance teachers' management as independent variables and scientific research performance as dependent variables,

$$Y=1.045-0.254*X1+1.002*X2$$

Y: teaching performance X1:The degree of cooperation; X2:The adaptation degree of cooperation

Taking the influencing factors of college dance teachers' collaboration as independent variables and teaching performance as dependent variables,

$$Y = -0.773 + 1.199 * X1$$

Y: teaching performance; X1: The adaptation degree of cooperation

The target population in this study is the dance teachers and related management teachers of colleges in Central China. In the qualitative stage, simple random sampling was used, with a sample size of 140 people, and an open questionnaire survey was used to collect data. The quantitative stage adopts simple random sampling, and the sample size is calculated as 400 according to Yamane's formula. Based on the phenomenological research strategy and taking into account the recovery rate of the questionnaire, 500 questionnaires were distributed.

According to the correlation analysis of the results of the questionnaire survey, the differences in the personal characteristics of college dance teachers have a significant impact on their work performance (see Table 2):

No.	Gender	Marriage	Age	Teaching years	Degree	Title	School	Function	Weekly class	Salary	Part-time days	Income
37	0.201**	0.112*	0	0.128**	0	0	0	0	0	-0.104*	0	0
38	0.119**	0.227**	0.099*	0.209**	0.184**	0	-0.160**	0	0	0	0	0
39	0	0.162**	0	0.156**	0.128**	0	-0.197**	0	0	0	0	0
40	0.128**	0	0	0.108*	0.112*	0	-0.127**	0	0	0	0	0
41	0.104*	0	0	0	0	0	-0.182**	-0.099*	0	-0.160**	0.098*	0
42	0	0.096*	0	0	0.108*	0	-0.116*	-0.162**	0	-0.093*	0.145**	0
43	0	0.182**	0.125**	0.217**	0	0	-0.195**	0	-0.109*	0	0.100*	0
44	0	0.144**	0	0	0.130**	0	-0.120**	-0.100*	0	0	0.179**	0.098*
45	0	0.140**	0	0.117*	0	0	0	-0.091*	0	0	0.308**	0.191**
46	0	0.113*	0.093*	0.118**	0	0	0	0	-0.102*	0	0.198**	0.121**
47	0	0.136**	0	0	0	0	0	-0.093*	0	0	0.227**	0.163**
48	0.093*	0.172**	0	0	0.120**	0	-0.136**	0	0	0	0.154**	0.096*

Significantly correlated at the 0.05 level (two-sided). **. Significantly correlated at the .01 level (bilateral).

Table 2 Correlation analysis of individual characteristics of college dance teachers and various indicators of teaching and scientific research performance. Ren Huiting. 2019 year

"Personality characteristics", "emotional factors", "recruitment", "continuing education", "performance appraisal", "salary distribution", "promotion", "employee care" of college dance teachers Differences in management factors such as "collective collaboration", "collaboration adaptability", etc. have a significant impact on satisfaction.

	Satisfaction
Personality traits	0.294**
Emotional Factors	0.213**
Recruitment	0.219**
Continuing Education	0.302**
Performance	0.228**
Evaluation	
Salary distribution	0.232**
Promotion	0.224**
Employee care	0.242**
Collective	0.269**
collaboration	
Collaborative	0.271**
adaptability	

There was a significant correlation at the level of 0.05 (bilateral). **, Significantly correlated at the level of.01 (bilateral).

Table 3 Correlation between management factors and satisfaction of college dance teachers.

Ren Huiting. 2019 year

The difference in satisfaction of teachers has a significant impact on all aspects of teaching and scientific research performance. The higher score for management factors show well teaching and scientific research performance.

Performance question number	Satisfaction
37	0.314**
38	0.283**
39	0.259**
40	0.302**
41	0.268**
42	0.242**
43	0.221**
44	0.247**
45	0.263**
46	0.281**
47	0.297**
48	0.253**

There was a significant correlation at the level of 0.05 (bilateral). **, Significantly correlated at the level of.01 (bilateral).

Table 4 Correlation between satisfaction and performance of dance teachers in colleges. Ren

Huiting. 2019 year

The satisfaction of college dance teachers and all performance indicators are statistically significant and positively correlated.

Discussion

To discuss the management strategies of dance teachers in colleges and universities, it is necessary to combine the general theory and rules of management, as well as common sense and experience based on the results of the questionnaire survey and data analysis. In general, targeted and personalized management should be carried out according to teachers' personal information, personality and emotional factors. Besides, teachers' satisfaction will be comprehensively improved by management factors such as recruitment, continuing education, performance evaluation, salary distribution, promotion and staff care, as well as cooperative factors such as collective collaboration and adaptability, thus achieving the management goal of improving work performance through the intermediate variable of satisfaction.

1. The management of dance teachers in colleges and universities should focus on the management of teaching, strengthen the management of continuing education and pay attention to the personality characteristics of teachers. When recruiting teachers, we should check whether the candidate matches the current management strategy of dance teachers and pay attention to their coordination adaptability. Some of the issues that should be addressed are salary distribution, performance appraisal, and collective management, and some of the differences that should be focused are promotion system, salary distribution and collaboration. In addition, attention should be paid to the impact of individual characteristics of gender, marital status, age, teaching age, school category, average monthly salary, part-time days and part-time income on the management of dance teachers in colleges and universities.

2. The management strategy of dance teachers in colleges and universities should focus on external factors and comprehensively consider the social status quo, college system, discipline system and other practical difficulties. We should stress on the solving of limitations on university dance teachers' management system, organizational structure and professional direction. The main idea of the overall management strategy of dance teachers in colleges and universities is to strive for $1+1>2$, the key is cooperation and competition, and the soul is constructive conflict management. There are five principles of the overall management strategy, namely, the principle of system, the principle of seeking truth from facts, the principle of gradual progress, the principle of equality for all and the principle of complementary advantages. And it mainly includes five aspects: social identity, interpersonal relationship, role definition, values and task-oriented. The institutional construction of dance teacher management in colleges and universities should focus on recruitment system, continuing education system, performance evaluation system, salary distribution system and staff care system.

3. The management of dance teachers in colleges and universities should also pay attention to the construction of collective cooperation culture. The specific manifestations of the role of high collective collaboration culture include three aspects: guiding function, motivating function and coordinating function. The content of collective collaborative culture management managed by college dance teachers mainly includes three aspects: the construction of values, the integration of collective culture and the renewal of collective culture. The obstacles to the construction of collective collaborative culture to be solved include three aspects: teachers' personal factors, interpersonal factors and organizational structure factors. The cultural construction of collective collaboration in the management of dance teachers in colleges and universities can select teachers based on "cultural identity" in the recruitment process, advocate and establish concepts that are conducive to the growth and performance of dance teachers in colleges and universities, and establish scientific incentive mechanisms and effective conflict management mechanisms.

Conclusively, this study proposes the following management schemes to solve the management problems and improve the work performance of dance teachers in colleges and universities:

1. Strengthen management to improve the stability and expectations of dance teachers in colleges
2. Innovative management principles to improve the collective and personal cooperation willingness of college dance teachers
3. Innovative performance management to improve the teaching and scientific research performance of dance teachers
4. Innovate resource management to improve the salary system, performance system, continuing education system, bring improvements in teaching performance and scientific research performance;
5. Innovative academic resource management to improve job satisfaction of dance teachers
6. Innovative performance management to improve the teaching and scientific research performance of dance teachers
7. The purpose of innovative performance management to improve the teaching and scientific research performance of dance teachers

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